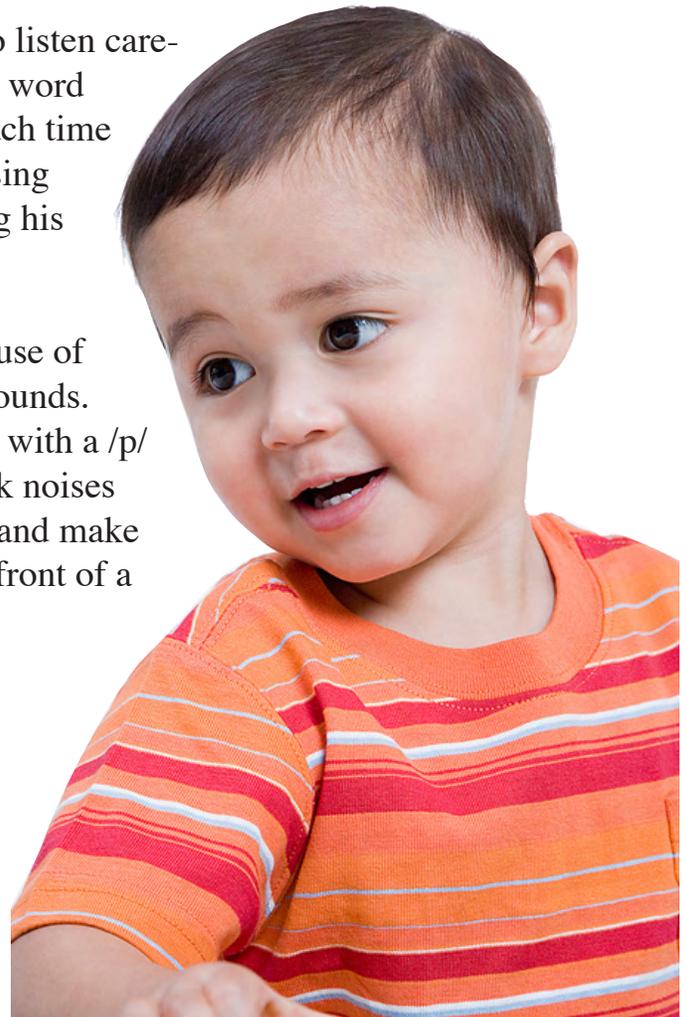


# ARTICULATION 1-2 Years

Speech Language Pathologists are generally not concerned with a child's correct production of speech sounds at this age. However, the following suggestions will be helpful:

- Help the child become more aware of sound; gross sounds such as a ringing telephone, a honking horn, and speech sounds such as the different speech sounds.
- Help the child to learn to discriminate between sounds. Have the child cover his eyes while you make a noise with one of several objects shown to and heard by the child beforehand. Have the child then pick out the correct noise maker.
- Blindfold the child. Make a sound from several different places in the room. Ask the child to point where the sound come from or to find you.
- Get your child to sit still for "story time." Begin with a very short story and increase the length as the child learns to listen and concentrate better.
- Interest the child in listening to music and nursery rhymes.
- Tell the child a story or rhyme and emphasize a targeted word whenever it occurs.
- Ask the child to listen carefully for a certain word and to indicate each time he hears it by raising his hand, clapping his hands, etc.
- Encourage the use of /p/, /m/, and /b/ sounds. Blow out candles with a /p/ sound, make truck noises with /m/ sounds, and make the /b/ sounds in front of a mirror.
- While looking at a book with a child, point to pictures that start with /m/, /p/, and /b/ sounds. Attempt to have the child imitate you.



# ARTICULATION 2-3 Years



- Emphasize the sounds that are difficult for your child to make, in your own speech. Ex. Put the butter on the table. Pick up the puppy.
- Good listening skills are the basis for good speech, so play listening games. Listen for “noises” around the house such as clock ticking, washing machine, swishing, doorbell, telephone, etc., then go outside and listen for more noises: lawnmower, garbage truck, airplane, motorcycle, etc.. have your child listen and tell you what he hears.  
Then play a guessing game and describe something by the sound it makes and see if you child can guess what is: Ex: Tick, tick is the sound I make and I’m not very loud. What am I?
- Use a mirror and see if your child can imitate your mouth movements by watching you. Pretend you are giving kisses, smacking lips, blowing bubbles, licking your lips, sticking out your tongue, and as he masters these movements, move on to the imitation of sounds: pa-pa-pa, ba, na, ha, ma, wa. Pair these with different vowels to obtain new sounds for your child to copy.
- Go through a magazine and find pictures that begin with your child’s particular sound. Help her cut them out and glue them in a scrapbook or on cardboard. Practice saying them. Ex: ball, boat, baby, book, bottle, bee, bat.
- Play imitation games using cheerio’s or M&M’s as rewards. Every time you child imitates your sound or simple word give him an M&M. Use a puppet to increase his interest and have him copy what the puppet says. If he does it correctly, have the puppet give him an M&M.
- Play “Go Fish” with speech picture cards. Put the cards on the table or floor with the picture side down. Say “Go Fish” and let the child pick up a card. If he can name the picture, give him the card. At first accept any attempt to say the word, but expect better imitations as the child gets older.
- Cut out pictures from magazines of objects that begin with the early developing sounds. (p,m,b,n,h,w). Using tag board or cardboard, make a circular picture wheel that is divided in the shape of a pie. Glue the picture to the tag board. Make an arrow out of construction paper and attach it to the center of the tag board with a brass fastener. Let the child spin the spinner and name the picture that it lands on.
- Select a sound for the week and try to bombard your child with the sound. For example the sound (p). Point out objects that begin with the (p) sound, do activities that emphasize (p), popping corn, blowing bubbles and popping bubbles, playing with a toy tractor that goes putt-putt-put, etc.. make up sill sentences with (p) words, “Polly picks purple pears.” Continue this with a new sound each week and continue to add new ‘speech sound’ pictures to your speech scrapbook.

# ARTICULATION 3-4 Years

- Show child a picture of an object that begins with his sound. Example: /k/ “car”. Use 2 puppets and have I say “car” and the other say “tar”. Make sure child hears the differences. See if he can tell you which puppet said it right. Reward him for correct responses.

- Make “Bingo” cards only use pictures instead of numbers. Take turns naming the pictures and if he says it correctly he can put a Cheerio or M&M on it. The first one to fill his card is the winner.

- Make playdough (1 cup salt, 1 ½ cups flour, ½ cup water, food coloring) and make objects that begin with your child’s sound.

*Example: /d/ Dog, doll, donut, drum*

- Have a treasure hunt with your child in the kitchen and find objects that begin with his sound.

*Example: /k/ Cookie, cup, canister, coffee, counter, candle, crackers, kitchen, cord, coke, cocoa*

- Make a necklace using fruit loops and yarn. Every time your child says a word with his sound he can string a fruit loop on the yarn to make a necklace.

- Use a simple dot to dot picture book and have your child say a word for each time he draws a line to complete the picture. He may need help finding where to draw the line.

- Use an oatmeal box and put a funny face on top with a hole for the mouth. Take turns feeding the clown Cherio’s or M&Ms for every good speech word you your child says. See of he

can distinguish between correct and incorrect productions and catch you saying the sound wrong.

- Play a guessing game where all the answers begin with your child’s speech sound. Example: “I wear this when I go outside to keep me warm.” (coat) “We use this to unlock our door.” (key) Take turns and see if he can ask you questions.

- Fill a paper sack with objects containing your child’s sound (key, car, cup, cow, cap). Have him put his hand in the bag, pick an object, and try to guess what it is.

- Play “Toss the Bean Bag”. Lay picture cards on the floor that contain your child’s speech sound on them. Give him the beanbag and have him toss it. Whichever picture it land on he has to say it correctly to get the picture. See who can collect the most pictures.

- Cut our 15-20 circles of different colored construction paper with one big circle for a head. Glue a picture on each circle containing your child’s speech sound. When he can say each picture 10 times correctly have him glue it to the caterpillar’s head and add circles as he masters each word. Add a star on the pictures for each correct response. Variations of this game can be made using a train with an engine and cars, a tree with leaves, or an ice cream cone with scoops of ice cream.

- Play “Sounds Alike”. Say 3 word that start with your child’s speech sound. Two of the words will be the

same and one different. See if your child can say the one that is different using the correct production of his sound.

*Example: farm, form, farm  
fire, four, fire  
feet, feet, foot*

- Draw a picture of a flower with several petals (a daisy works well). Each time your child can say a syllable or word correctly let him color in one of the petals on the flower. Start out with simple syllables and then move to words.

- Make a collage using pictures of practice words cut out from magazines and catalogs. Have the collage in the child’s room or on the refrigerator door and go through the pictures daily.



# ARTICULATION 4-5 Years

- Play “Missing Word” game. When your child has learned to imitate his speech sound in words, give him three words that begin with this sound: key, kite, kick. Say the words three times but on the third tie leave out one of the words and see if your child can fill in the missing word. Keep score and give him one point for every correct guess. Reward him when he has earned so many points.

- Have a sound race, Draw two “roads” on a piece of paper and put 10 pictures of the child’s speech words on each road. Give him a toy truck or car and let the race begin. Take turns saying the words and move the racecar forward as you say the word correctly. The first one to the end of their road is the winner.

- Make a cloud picture. Take blue construction paper, cotton balls, and glue. Have your child practice his speech words and each time he says one correctly, he gets to glue on a cotton ball (cloud).

- Make a flower necklace using construction paper, straws, yarn and tape. Cut out a pattern of a simple flower. Make about 10-12 flowers. Punch a hole in the center of each flower with a pencil point, big enough for yarn to go through but not for the straw. Cut the drinking straws into one-inch segments. Give your child an 18-inch piece of yarn with tape wrapped on one end and a piece of

straw tied on the other end. The taped end is the needle. For each word or picture said correctly the child can string a section of straw on the yarn, and the flower. Continue stringing straw pieces and flowers for each word said correctly until the necklace is complete.

- Cut out pictures containing the sound your child is working on (K-corn, candy, coat, candle, etc.) and place these pictures on the table. Give your child a grocery bag and let him go “shopping.” Have him name what he is going to “buy” and if he is ready to use his speech words in phrases he could say, “I bought candy.” “I bought a Coke.”

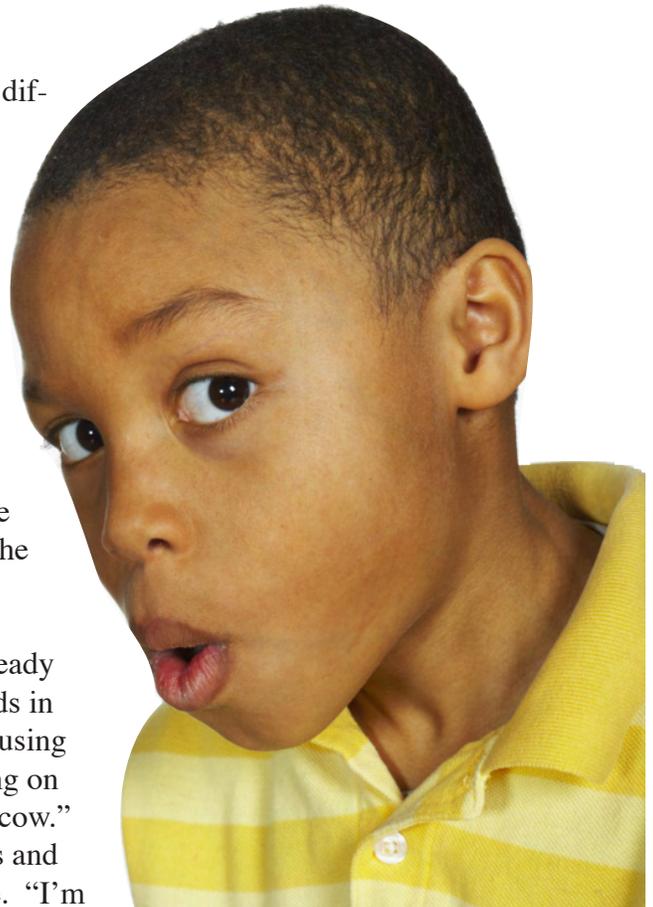
- Collect gift boxes of different shapes and sizes (about 7-10 boxes). Cut out pictures containing the practice sound from catalogs, place one or two pictures in each box, wrap with tissue paper or newspaper and give the gifts to your child. Let him open the gifts and tell you what he received.

- When your child is ready to use his practice words in sentences play a game using the sentence, “I’m going on a trip and I’m taking a cow.” Use his speech pictures and add a picture each time. “I’m

going on a trip and taking a cow and a coat.”

- Have a “treasure hunt” to find the practice words. Hide your child’s speech sound picture words in fairly obvious places around the room and let your child hunt them and name them when she finds them.

- Make a hopscotch board on the sidewalk and draw in simple pictures of your child’s practice words in the squares instead of numbers as the child jumps on the pictures have him name them.



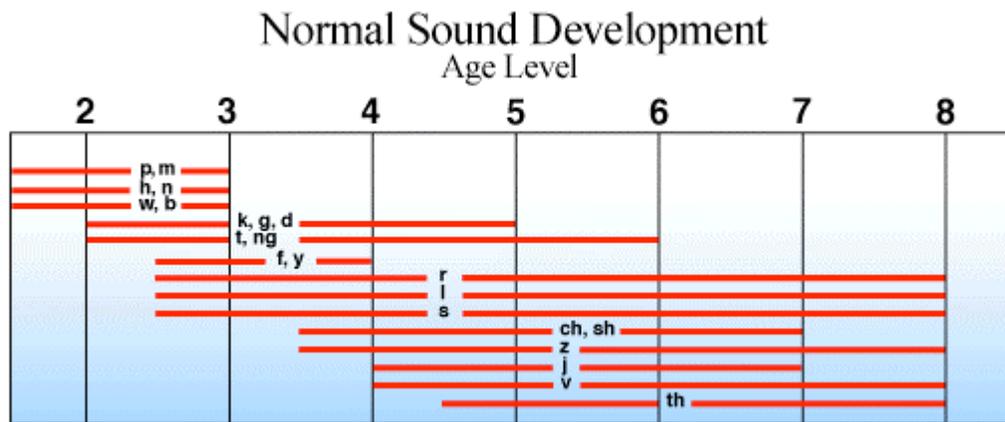
# ARTICULATION Drill Words

P		B		M		D		T	
Initial	Final								
Pie	ape	bee	cob	me	comb	do	bed	tie	cut
Pay	hope	bay	cub	my	room	doe	head	toe	mate
Pea	hoop	buy	cab	mow	broom	die	red	two	boat
Paw	coop	bow	crab	moo	hum	dip	ride	tee	boot
Pig	pup	boo	web	May	sum	dill	tide	table	might
Pear	keep	bowl	bib	moon	plum	dog	fade	top	dot
Pin	lip	baby	knob	mouse	Kim	date	made	tiny	feet
Pen	snip	ball	Bob	monkey	rim	door	bid	tub	bait
Peek	cup	book	fib	milk	ham	deep	mood	tight	pot
Puff	whip	boat	rob	more	worm	dish	food	teen	bat

K		G		F		L		S	
Initial	Final								
Key	take	go	dog	fish	knife	lay	tall	sea	bus
Car	bike	get	big	five	cough	lion	bell	sun	face
Cow	sock	gone	pig	food	loaf	little	ball	song	gas
Coat	book	give	run	four	off	lift	pull	seed	ice
Cold	lick	gas	jog	foot	calf	lock	cell	sink	juice
Candy	rock	gum	leg	fell	life	limb	pool	soup	race
Coffee	peek	goat	bag	fit	beef	long	full	sock	boss
Cone	milk	gone	twig	fence	stiff	lake	seal	side	kiss
Cup	rake	good	frog	fast	sniff	look	tail	sat	horse
Kiss	back	game	dig	fun	wife	land	pull	sign	house

SH		CH		S-Blends	
Initial	Final	Initial	Final	Initial	Final
Sheep	brush	check	ditch	stop	pans
Ship	cash	cheap	catch	spoon	pots
Shake	dish	chip	match	spell	caps
Shop	finish	chew	beach	smell	cats
Shade	push	chain	lunch	spot	taps
Show	wish	chair	speech	snow	bats
Shell	wash	chalk	watch	star	box
Shut	flash	cheese	rich	skate	hops
Shall	fresh	child	coach	sleep	keeps
Shift	leash	chin	each	swim	rocks

Many children see the Speech and language Pathologist to work on sound production. Though children develop speech sounds at different rates, correct sounds are expected by specific ages. For example, children should be saying correct L sounds by the age of 6 and correct R sounds by the age of 8. Here are the guidelines followed by the Speech and Language Pathologist.



### Suggestions to Encourage Speech Sound Development

A. Be a good speech model. When your child makes a sound error, repeat the word correctly in a short sentence. Avoid asking your child to imitate the corrected word.

DO: Child: "See the tat?"  
Parent: "Yes, I see the cat."

Don't: Child: "See the tat?"  
Parent: "That's wrong, say cat."

B. Eliminate teasing or ridicule about your child's speech.

C. Avoid frequent corrections of your child's speech. Be more interested in what your child is saying, not how he's saying it.

D. If the Speech and Language Pathologist suggests direct help, set aside one time each day for practice.

E. Make talking fun. Encourage your child to talk by listening attentively and accepting his attempts to communicate.